

Investing for Success

**Under this agreement for 2018
Worongary State School will receive**

\$307,835*

This funding will be used to

- Consolidate the percentage of students achieving a 'B' or above on their end of Semester Report - English

Semester	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	From	To	From	To	From	To	From	To	From	To	From	To
1	37%	40%	24%	35%	45%	50%	37%	45%	31%	40%	54%	55%
2	36%	45%	42%	45%	48%	50%	38%	50%	30%	45%	52%	55%

- Consolidate the percentage of students achieving a "B" or above on their end of Semester Report - Maths

Semester	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	From	To	From	To	From	To	From	To	From	To	From	To
1	48%	50%	51%	55%	43%	45%	37%	45%	41%	50%	38%	45%
2	62%	60%	60%	60%	51%	55%	49%	55%	44%	55%	40%	50%

- Increase the percentage of identified prep students achieving a minimum of one year's worth of oral language growth in targeted speech language areas..
- Students will achieve a minimum of one year's worth of reading progress for one year's worth of schooling
- Increase the percentage of prep students successfully transitioning into formal schooling in 2019.

Our initiatives include

Build teacher capability (and consistency of application) in using the Literacy Continuum and Progressive Achievement Tests to monitor and support students' reading progression.	\$8,500
Develop a whole school approach to the teaching of reading across all learning areas.	\$12,000
Implement processes for monitoring literacy and numeracy achievements (Early Start Assessment).	\$9,000
Implement targeted intervention support using highly specialised Titan teacher aides	\$70,000
Create opportunities for professional conversations regarding student progress and strategies for reading intervention and extension.	\$8,835
Develop and implement a whole school approach to systemic curriculum delivery.	\$131,000
Provide TRS to enable year level teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations	\$ 35,500
Build the capacity of our teaching staff to implement a targeted oral language program.	\$ 21,500
Contribute funds to the employment of a Nerang Alliance Early Years Coach	\$ 11,500

The evidence-based research that underpins this agreement includes (but not limited to):

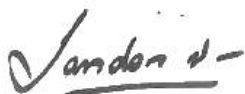
- DuFour, R and Fullan, M 2013 Cultures Built to Last: Systemic PLCs at Work Hawker Brownlow Education, Victoria.



- Masters, Geoff N. 2012 Continual Improvement Through Aligned Effort at Australian Council for Educational Research
- Hattie, J. and Fisher, D. and Frey N. 2016 Visible Learning for Literacy at Corwin Literacy, California

Our school will improve student outcomes by

- Employing a Head of Curriculum to build capability of all teachers across the aspects of Literacy and numeracy.
- Implementing an agreed and consistent pedagogical approach to the teaching of reading.
- Teachers will utilise the literacy continuum to negotiate and set individual reading goals for their students.
- Implementing a peer-coaching gradual release of responsibility model where by Literacy Leaders will sensitively build the capability of teachers and teacher aides to implement a consistent pedagogical approach to the teaching of reading.
- Students will maintain a Personal Learning Journal, which reflects their individual goals and reading progress.
- Supporting the employment of highly skilled Titan Teacher Aides.
- School leaders will be accountable for tracking student performance to ensure each student achieves a minimum of one year's worth of reading progress for one year's worth of schooling.
- Supplementing the employment of the school's Speech Language Therapist to support the early years teaching team to implement and track student oral language achievement.
- Providing opportunities for teachers to engage in collaborative data inquiry, action learning, classroom visits and professional conversations.
- Partnering with local Nerang schools, ECECs and Griffith University to employ an Early Year's Pedagogical Coach to design, implement and evaluate a localised response to improving the percentage of students entering into the school system developmentally on track.



Landon Dare
Principal
Worongary State School



Patrea Walton
A/Director-General
Department of Education

